



General Assembly

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**Amendment**

LCO No. 8479

**\*SB0115208479HDO\***

Offered by:

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To: Subst. Senate Bill No. 1152

File No. 830

Cal. No. 581

**"AN ACT CONCERNING THE UNIVERSITY OF CONNECTICUT  
HEALTH CENTER."**

1 After the last section, add the following and renumber sections and  
2 internal references accordingly:

3 "Sec. 501. (NEW) (*Effective from passage*) (a) There is established a  
4 task force to address the academic achievement gaps in Connecticut by  
5 considering effective approaches to closing the achievement gaps in  
6 elementary, middle and high schools. The task force shall develop, in  
7 consultation with the Department of Education, the Connecticut State  
8 University System, the Interagency Council for Ending the  
9 Achievement Gap established pursuant to section 502 of this act, and  
10 the joint standing committee of the General Assembly having  
11 cognizance of matters relating to education, a master plan to eliminate  
12 the academic achievement gaps by January 1, 2020. Such master plan

13 shall: (1) Identify the achievement gaps that exist among and between  
14 (A) racial groups, (B) ethnic groups, (C) socioeconomic groups, (D)  
15 genders, and (E) English language learners and students whose  
16 primary language is English; (2) focus efforts on closing the  
17 achievement gaps identified in subdivision (1) of this subsection; (3)  
18 establish annual benchmarks for implementation of the master plan  
19 and closing the achievement gaps; (4) make recommendations  
20 regarding the creation of a Secretary of Education; and (5) develop a  
21 plan for (A) changing the requirement for when a child five years of  
22 age may enroll in kindergarten pursuant to section 10-15c of the  
23 general statutes, from January first of the school year to October first of  
24 the school year, and (B) the creation of spaces in school readiness  
25 programs for those children who reach the age of five after October  
26 first of any school year and are no longer eligible to enroll in  
27 kindergarten for such school year. The task force may amend such  
28 master plan at any time. For purposes of this section, "achievement  
29 gaps" means the existence of a significant disparity in the academic  
30 performance of students among and between (i) racial groups, (ii)  
31 ethnic groups, (iii) socioeconomic groups, (iv) genders, and (v) English  
32 language learners and students whose primary language is English.

33 (b) The task force shall consist of the following members:

34 (1) Two appointed by the speaker of the House of Representatives;

35 (2) Two appointed by the president pro tempore of the Senate;

36 (3) One appointed by the majority leader of the House of  
37 Representatives;

38 (4) One appointed by the majority leader of the Senate;

39 (5) One appointed by the minority leader of the House of  
40 Representatives;

41 (6) One appointed by the minority leader of the Senate;

42 (7) One appointed by the chairman of the Black and Puerto Rican

43     Caucus of the General Assembly;

44         (8) The Commissioner of Education, or the commissioner's designee;  
45     and

46         (9) One appointed by the Governor.

47         (c) Any member of the task force appointed under subdivision (1),  
48         (2), (3), (4), (5), (6) or (7) of subsection (b) of this section may be a  
49         member of the General Assembly.

50         (d) All appointments to the task force shall be made not later than  
51         thirty days after the effective date of this section. Any vacancy shall be  
52         filled by the appointing authority.

53         (e) The speaker of the House of Representatives and the president  
54         pro tempore of the Senate shall select the chairpersons of the task force  
55         from among the members of the task force. Such chairpersons shall  
56         schedule the first meeting of the task force, which shall be held not  
57         later than sixty days after the effective date of this section.

58         (f) The administrative staff of the joint standing committee of the  
59         General Assembly having cognizance of matters relating to education  
60         shall serve as administrative staff of the task force.

61         (g) (1) Not later than July 1, 2012, the task force shall submit the  
62         master plan described in subsection (a) of this section to the joint  
63         standing committee of the General Assembly having cognizance of  
64         matters relating to education, in accordance with the provisions of  
65         section 11-4a of the general statutes, and the Interagency Council for  
66         Ending the Achievement Gap described in section 502 of this act.

67         (2) Not later than January 1, 2013, and annually thereafter until  
68         January 1, 2020, the task force shall submit progress reports on the  
69         implementation of the master plan described in subsection (a) of this  
70         section and recommendations for implementing said master plan to  
71         the joint standing committee of the General Assembly having  
72         cognizance of matters relating to education, in accordance with the

73 provisions of section 11-4a of the general statutes.

74 (h) The task force shall terminate on January 1, 2020.

75 Sec. 502. (NEW) (*Effective July 1, 2011*) (a) There is established an  
76 Interagency Council for Ending the Achievement Gap. The council  
77 shall consist of: (1) The Lieutenant Governor, or the Lieutenant  
78 Governor's designee, (2) the Commissioner of Education, or the  
79 commissioner's designee, (3) the Commissioner of Children and  
80 Families, or the commissioner's designee, (4) the Commissioner of  
81 Social Services, or the commissioner's designee, (5) the Commissioner  
82 of Public Health, or the commissioner's designee, (6) the Commissioner  
83 of Higher Education, or the commissioner's designee, (7) the  
84 Commissioner of Economic and Community Development, or the  
85 commissioner's designee, (8) the Commissioner of Administrative  
86 Services, or the commissioner's designee, and (9) the Secretary of the  
87 Office of Policy and Management, or the secretary's designee. The  
88 chairperson of the council shall be the Lieutenant Governor, or the  
89 Lieutenant Governor's designee. The council shall meet at least  
90 quarterly.

91 (b) The Interagency Council for Ending the Achievement Gap shall  
92 (1) assist the achievement gap task force, established pursuant to  
93 section 501 of this act, in the development of the master plan to  
94 eliminate the academic achievement gaps in Connecticut, described in  
95 section 501 of this act, (2) implement the provisions of such master  
96 plan, and, if necessary, make recommendations for legislation relating  
97 to such master plan to the joint standing committee of the General  
98 Assembly having cognizance of matters relating to education, and (3)  
99 submit annual progress reports on the implementation of such master  
100 plan to the joint standing committee of the General Assembly having  
101 cognizance of matters relating to education and the achievement gap  
102 task force established pursuant to section 501 of this act, in accordance  
103 with the provisions of section 11-4a of the general statutes.

104 (c) The Interagency Council for Ending the Achievement Gap shall

105 be within the Department of Education for administrative purposes  
106 only.

107 Sec. 503. Section 10-15 of the general statutes is repealed and the  
108 following is substituted in lieu thereof (*Effective July 1, 2011*):

109 Public schools including kindergartens shall be maintained in each  
110 town for at least one hundred eighty days of actual school sessions  
111 during each year. When public school sessions are cancelled for  
112 reasons of inclement weather or otherwise, the rescheduled sessions  
113 shall not be held on Saturday or Sunday. Public schools may conduct  
114 weekend education programs to provide supplemental and remedial  
115 services to students. A local or regional board of education for a school  
116 that has been designated as a low achieving school pursuant to  
117 subdivision (1) of subsection (c) of section 10-223e may increase the  
118 number of actual school sessions during each year, and may increase  
119 the number of hours of actual school work per school session in order  
120 to improve student performance and remove the school from the list of  
121 schools designated as a low achieving school maintained by the State  
122 Board of Education. The State Board of Education (1) may authorize  
123 the shortening of any school year for a school district, a school or a  
124 portion of a school on account of an unavoidable emergency, and (2)  
125 may authorize implementation of scheduling of school sessions to  
126 permit full year use of facilities which may not offer each child one  
127 hundred eighty days of school sessions within a given school year, but  
128 which assures an opportunity for each child to average a minimum of  
129 one hundred eighty days of school sessions per year during thirteen  
130 years of educational opportunity in the elementary and secondary  
131 schools. Notwithstanding the provisions of this section and section 10-  
132 16, the State Board of Education may, upon application by a local or  
133 regional board of education, approve for any single school year, in  
134 whole or in part, a plan to implement alternative scheduling of school  
135 sessions which assures at least four hundred fifty hours of actual  
136 school work for nursery schools and half-day kindergartens and at  
137 least nine hundred hours of actual school work for full-day  
138 kindergartens and grades one to twelve, inclusive.

139 Sec. 504. Section 10-265g of the general statutes is repealed and the  
140 following is substituted in lieu thereof (*Effective July 1, 2011*):

141 (a) Each local and regional board of education for a priority school  
142 district shall offer a summer reading program, as described in  
143 subsection (d) of section 10-265f, to children enrolled in kindergarten  
144 in the schools under its jurisdiction who are determined by their  
145 [teachers to need additional reading and reading readiness instruction]  
146 school to be substantially deficient in reading based on measures  
147 established by the State Board of Education.

148 (b) For [each] the school year commencing [on or after July 1, 2006]  
149 July 1, 2011, and each school year thereafter, each local and regional  
150 board of education for a priority school district shall require the  
151 schools under its jurisdiction to [evaluate] assess the reading level of  
152 students enrolled in (1) kindergarten at the end of the school year, and  
153 (2) grades one to three, inclusive, [in] at the beginning, middle [of the  
154 school year] and [at the] end of the school year. A student shall be  
155 determined to be substantially deficient in reading based on measures  
156 established by the State Board of Education. Each school shall provide  
157 [a reading program] instruction for such students that incorporates the  
158 competencies required for early reading success and effective reading  
159 instruction as delineated in section 10-221l. If a student is determined  
160 to be substantially deficient in reading based on a middle [of the school  
161 year] or end of the school year [evaluation] assessment, the school  
162 shall notify the parents or guardian of the student of such result and  
163 the school shall develop and implement [a personal] an individual  
164 reading plan for such student.

165 (c) The [personal] individual reading plan shall include assessment  
166 results, applicable federal requirements and additional instruction,  
167 within available appropriations, such as tutoring, an after school,  
168 school vacation, or weekend program or a summer reading program as  
169 described in subsection (d) of section 10-265f. [Personal] Individual  
170 reading plans pursuant to this section shall be (1) reviewed and  
171 revised as appropriate after each [evaluation] assessment or state-wide

172 examination, as appropriate, (2) [discussed with] monitored by school  
173 literacy teams that shall consist of, but not be limited to, teachers,  
174 school reading specialists, internal or external reading consultants, the  
175 school principal and the provider of the additional instruction, and (3)  
176 given to the parent or guardian of the student, in accordance with the  
177 provisions concerning notice to parents or legal guardians pursuant to  
178 section 10-15b, and include specific recommendations for reading  
179 strategies that the parent or guardian can use at home. For purposes of  
180 providing additional instruction, boards of education for priority  
181 school districts shall give preference first to elementary schools and  
182 then to middle schools, with the highest number of students who are  
183 substantially deficient in reading.

184 (d) [Promotion of] Educational and instructional decisions for  
185 students with [personal] individual reading plans from kindergarten,  
186 first, second or third grade shall be based on documented progress in  
187 achieving the goals of the [personal] individual reading plan or  
188 demonstrated reading proficiency. If a decision is made to promote a  
189 student who is substantially deficient in reading from kindergarten,  
190 first, second or third grade, the school principal shall provide written  
191 justification for such promotion to the superintendent of schools.

192 (e) [A personal] An individual reading plan that incorporates the  
193 competencies required for early reading success and [effective] explicit  
194 reading instruction as delineated in section 10-221/ shall be maintained  
195 for a student who is substantially deficient in reading until the student  
196 achieves [a satisfactory] grade level proficiency, as determined by a  
197 reading [evaluation] assessment pursuant to [this] subsection (b) of  
198 this section or a state-wide examination pursuant to section 10-14n.

199 (f) Subject to the provisions of this subsection and within available  
200 appropriations, each local and regional board of education for a  
201 priority school district shall require for the [2006-2007] school year  
202 commencing July 1, 2011, and each school year thereafter, students in  
203 [grades one to] kindergarten to grade three, inclusive, who, based on  
204 an end-of-the-year [evaluation] assessment pursuant to subsection (b)

205 of this section, are determined to be substantially deficient in reading,  
206 to attend school the summer following such evaluation. The  
207 superintendent of schools may exempt an individual student from  
208 such requirement, upon the recommendation of the school principal,  
209 based on the student's progress with the student's [personal]  
210 individual reading plan. If a student does not receive such an  
211 exemption, has been offered the opportunity to attend a summer  
212 school program and fails to attend summer school, the local or regional  
213 board of education shall not promote the student to the next grade.

214 (g) The superintendent of schools shall report to the Commissioner  
215 of Education the information such superintendent receives pursuant to  
216 subsection (d) of this section regarding the number of students who  
217 are substantially deficient in reading and are promoted from  
218 kindergarten, first, second or third grade to the next grade. The State  
219 Board of Education shall prepare and publish a report containing such  
220 information.

221 Sec. 505. (*Effective July 1, 2011*) The Commissioner of Education may  
222 identify schools to participate in a pilot study for the purposes of  
223 promoting best practices in early literacy and closing the academic  
224 achievement gaps. The pilot study may assess the reading levels of  
225 students more than two times a year and utilize various assessment  
226 tools, including, but not limited to, assessments conducted pursuant to  
227 section 10-265g of the general statutes, as amended by this act. The  
228 Commissioner of Education may waive the assessments, described in  
229 said section 10-265g, for certain grade levels in participating schools.  
230 The schools participating in the pilot study shall comply with federal  
231 assessment requirements. The Department of Education may research  
232 and evaluate participating schools and such research and evaluation  
233 may be conducted in conjunction with external groups or  
234 organizations. The commissioner may accept funds from private  
235 sources and from any state or federal grants. Not later than October 1,  
236 2013, the department shall report to the joint standing committee of the  
237 General Assembly having cognizance of matters relating to education,  
238 in accordance with the provisions of section 11-4a of the general



239 statutes, on the findings of the pilot study. For purposes of this section,  
240 "achievement gaps" means the existence of a significant disparity in the  
241 academic performance of students among and between (1) racial  
242 groups, (2) ethnic groups, (3) socioeconomic groups, (4) genders, and  
243 (5) English language learners and students whose primary language is  
244 English.

245 Sec. 506. Subsection (b) of section 10-220 of the general statutes is  
246 repealed and the following is substituted in lieu thereof (*Effective July*  
247 *1, 2011*):

248 (b) The board of education of each local or regional school district  
249 shall, with the participation of parents, students, school administrators,  
250 teachers, citizens, local elected officials and any other individuals or  
251 groups such board shall deem appropriate, prepare a statement of  
252 educational goals for such local or regional school district. The  
253 statement of goals shall be consistent with state-wide goals pursuant to  
254 subsection (c) of section 10-4. Each local or regional board of education  
255 shall [develop] annually establish student objectives for the school year  
256 which relate directly to the statement of educational goals prepared  
257 pursuant to this subsection and which identify specific expectations for  
258 students in terms of skills, knowledge and competence.

259 Sec. 507. Subsection (b) of section 10-145f of the general statutes is  
260 repealed and the following is substituted in lieu thereof (*Effective July*  
261 *1, 2011*):

262 (b) (1) Any person who does not hold a valid certificate pursuant to  
263 section 10-145b shall (A) achieve satisfactory scores on the state  
264 reading, writing and mathematics competency examination prescribed  
265 by and administered under the direction of the State Board of  
266 Education, or qualify for a waiver of such test based on criteria  
267 approved by the State Board of Education, and (B) achieve a  
268 satisfactory evaluation on the appropriate State Board of Education  
269 approved subject area assessment in order to be eligible for a certificate  
270 pursuant to said section unless such assessment has not been approved

271 by the State Board of Education at the time of application, in which  
272 case the applicant shall not be denied a certificate solely because of the  
273 lack of an evaluation on such assessment. A person who holds a valid  
274 school administrator certificate in another state that is at least  
275 equivalent to an initial educator certificate, pursuant to section 10-  
276 145b, as determined by the State Board of Education, and has  
277 successfully completed three years of experience as a school  
278 administrator in a public school in another state or in a nonpublic  
279 school approved by the appropriate state board of education during  
280 the ten-year period prior to the date of application for a certificate in a  
281 school administration endorsement area shall not be required to meet  
282 the state reading, writing and mathematics competency examination.

283 (2) Any person applying for an additional certification endorsement  
284 shall achieve a satisfactory evaluation on the appropriate State Board  
285 of Education approved subject area assessment in order to be eligible  
286 for such additional endorsement, unless such assessment has not been  
287 approved by the State Board of Education at the time of application, in  
288 which case the applicant shall not be denied the additional  
289 endorsement solely because of the lack of an evaluation on such  
290 assessment.

291 (3) On and after July 1, 1992, any teacher who held a valid teaching  
292 certificate but whose certificate lapsed and who had completed all  
293 requirements for the issuance of a new certificate pursuant to section  
294 10-145b, except for filing an application for such certificate, prior to the  
295 date on which the lapse occurred, may file, within one year of the date  
296 on which the lapse occurred, an application with the Commissioner of  
297 Education for the issuance of such certificate. Upon the filing of such  
298 an application, the commissioner may grant such certificate and such  
299 certificate shall be retroactive to the date on which the lapse occurred,  
300 provided the commissioner finds that the lapse of the certificate  
301 occurred as a result of a hardship or extenuating circumstances beyond  
302 the control of the applicant. If such teacher has attained tenure and is  
303 reemployed by the same board of education in any equivalent unfilled  
304 position for which the person is qualified as a result of the issuance of

305 a certificate pursuant to this subdivision, the lapse period shall not  
306 constitute a break in employment for such person reemployed and  
307 shall be used for the purpose of calculating continuous employment  
308 pursuant to section 10-151. If such teacher has not attained tenure, the  
309 time unemployed due to the lapse of a certificate shall not be counted  
310 toward tenure, except that if such teacher is reemployed by the same  
311 board of education as a result of the issuance of a certificate pursuant  
312 to this subdivision, such teacher may count the previous continuous  
313 employment immediately prior to the lapse towards tenure. Using  
314 information provided by the Teachers' Retirement Board, the  
315 Department of Education shall annually notify each local or regional  
316 board of education of the name of each teacher employed by such  
317 board of education whose provisional certificate will expire during the  
318 period of twelve months following such notice. Upon receipt of such  
319 notice the superintendent of each local and regional board of education  
320 shall notify each such teacher in writing, at such teacher's last known  
321 address, that the teacher's provisional certificate will expire.

322 (4) Notwithstanding the provisions of this subsection to the  
323 contrary, to be eligible for a certificate to teach subjects for which a  
324 bachelor's degree is not required, any applicant who is otherwise  
325 eligible for certification in such endorsement areas shall be entitled to a  
326 certificate without having met the requirements of the competency  
327 examination and subject area assessment pursuant to this subsection  
328 for a period not to exceed two years, except that for a certificate to  
329 teach skilled trades or trade-related or occupational subjects, the  
330 commissioner may waive the requirement that the applicant take the  
331 competency examination. The commissioner may, upon the showing  
332 of good cause, extend the certificate.

333 (5) On and after July 1, 2011, any person applying for a certification  
334 in the endorsement area of elementary education shall achieve a  
335 satisfactory evaluation on the appropriate State Board of Education  
336 approved mathematics assessment in order to be eligible for such  
337 elementary education endorsement.

338 Sec. 508. (NEW) (*Effective July 1, 2011*) Not later than July 1, 2012, the  
339 Department of Education shall approve and make available model  
340 curricula and frameworks in reading and mathematics for grades  
341 prekindergarten to grade four, inclusive, for use by local and regional  
342 boards of education for school districts or individual schools identified  
343 by the department as having academic achievement gaps. Such  
344 curricula and frameworks shall be culturally relevant, research-based  
345 and aligned with student achievement standards adopted by the State  
346 Board of Education. For purposes of this section, "achievement gaps"  
347 means the existence of a significant disparity in the academic  
348 performance of students among and between (1) racial groups, (2)  
349 ethnic groups, (3) socioeconomic groups, (4) genders, and (5) English  
350 language learners and students whose primary language is English.

351 Sec. 509. Section 10-4q of the general statutes is repealed and the  
352 following is substituted in lieu thereof (*Effective July 1, 2011*):

353 (a) The State Board of Education shall establish a State Education  
354 Resource Center to assist the board in the provision of programs and  
355 activities that will promote educational equity and excellence. Such  
356 activities, to be provided by the State Education Resource Center or a  
357 regional educational service center, may include training and  
358 continuing education seminars, publication of technical materials,  
359 research and evaluation, and other related activities. The center may  
360 support programs and activities concerning early childhood education,  
361 the federal No Child Left Behind Act, P.L. 107-110, and closing the  
362 academic achievement gap between socio-economic subgroups, and  
363 other related programs.

364 (b) The Commissioner of Education, with the assistance of the State  
365 Education Resource Center, may provide grants to local and regional  
366 boards of education for districts identified as in need of improvement  
367 under the provisions of section 10-223e. The grants shall be for the  
368 creation and acquisition of new curricula, training in the use of the  
369 curricula and related supporting textbooks and other materials. Local  
370 and regional boards of education may use such grants only for

371 curricula, training and related textbooks and materials that have been  
372 authorized by the commissioner. Local and regional boards of  
373 education shall apply for grants pursuant to this subsection at such  
374 time and in such manner as the commissioner prescribes, and the  
375 commissioner shall determine the amount of the grant awards.

376 (c) Within available appropriations, the Department of Education  
377 shall establish a Connecticut School Reform Resource Center within  
378 the State Education Resource Center established pursuant to  
379 subsection (a) of this section or by contract through a regional  
380 educational service center. The center shall operate year-round and  
381 focus on serving the needs of all public schools. The center shall (1)  
382 publish and distribute reports on the most effective practices for  
383 improving student achievement by successful schools, (2) provide a  
384 program of professional development activities for (A) school leaders,  
385 including curriculum coordinators, principals, superintendents and  
386 board of education members, and (B) teachers to educate such students  
387 that includes research-based child development and reading  
388 instruction tools and practices, (3) provide information on successful  
389 models for evaluating student performance and managing student  
390 data, (4) develop strategies for assisting such students who are in  
391 danger of failing, (5) develop culturally-relevant methods for  
392 educating students whose primary language is not English, and [(4)]  
393 (6) provide other programs and materials to assist in the improvement  
394 of public schools."